

Items for Consideration

Kentucky Principal Preparation Program Redesign: New Program Requirements

Admission and Selection of Program Applicants

- Graduate education work prior to principal preparation program admission (see graphic).
- Three years of teaching experience and evidence of success in improving P-12 student learning.
 - Evidence of instructional leadership skills and experience in current position.
 - Professional teacher work sample (observations, professional development and leadership, and an instructional unit).
- Demonstrate proficient technology, oral, and written communication skills.
- Disposition assessment.
- Universities will invite and encourage district/partner participation in the selection process.

Program Design

- Program focus: instructional leadership, student achievement, gap closure.
- Structure that provides curriculum coherence and adaptability across institutions.
- Instructional unit development with input from currently practicing and retired district administrators, school principals, and partner organization colleagues representing rural and urban areas from all grade levels.
- Access to ongoing mentoring services from proven successful school leaders.
- Continuous monitoring and evaluation of student progress to determine the student's readiness to continue in the program, including a culminating principal work sample.
- Involvement in on-going professional development of program graduates and mentors in cooperation with districts/partners.
- Alignment with the Commonwealth Collaborative of School Leadership Programs model content guide.
- Process for faculty selection that includes consideration that the faculty member has been successful in moving student achievement forward.
- An on-going professional development plan for program faculty that includes field experience in schools every three years focused on principal preparation and improving student achievement.

Program Delivery

- A continuum of co-teaching with currently practicing district and retired administrators, school principals, and partner organization colleagues representing rural and urban areas from all grade levels.

- Emphasis on research-based best practices.
- Universities will seek agreement with district partners to provide time and information for clinical experiences through simulation and field work as evidenced by work samples; reflection journal (looking back/looking forward); and use of technology for teaching and learning, school management, and presentations.
- On-site visits and observations of fieldwork (e.g., classroom observations, facilitation or participation in meetings, presentations to staff, committees, workshops, etc.).

Program Review

- Universities will provide a structure for continuous preparation program review and the tracking of graduate success in driving student achievement as a school leader.

The following documents and programs were used in creating this draft:

- Leading Change (CCSLP)
- Balanced Leadership, Mid-Continent Research for Education and Learning
- The Leaders We Need, Mid-Continent Research for Education and Learning
- School Leadership That Works, McNulty, Waters, and Marzano
- Standards and Indicators for School Improvement, Kentucky Department of Education
- ISLLC Standards, Interstate School Leaders Licensure Consortium, Council of Chief State School Officers
- Western Kentucky University's Principal Preparation Pilot Program
- Bellarmine University's Principal Preparation Program
- Knowledge, Skills, and Dispositions for Beginning Principals, CEO/Superintendents' Network
- Critical Success Factors for Effective Principals, Southern Regional Education Board
- A New Leadership Agenda for America's Schools, Progressive Policy Institute
- The New Principal's Field Book, Robbins, Harvey
- Educating School Leaders, Levine
- Inside the Black Box of High-performing, High-poverty Schools, Kannapel, Clements
- Developing Successful Principals, Stanford University
- How Leadership Influences Student Learning, University of Minnesota, University of Toronto
- Louisiana's Learn for the 21st Century Initiative, Louisiana State Government, Jeanne Burns, State Coordinator
- Business Forum on Kentucky Education Report, August 2005